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BYOD AS ONE OF THE MOST POPULAR INNOVATIVE METHODS OF TEACHING ENGLISH

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Nowadays, children differ from their parents in the aspect of computer competence and have the latest technology innovations in their hands. But these devices can distract students from work if they will be banned on the lessons. And for us one of the most interesting moments of the concept is to turn the idea of the potential of electronic devices and give the opportunity to use it in schools or colleges. The philosophy of education, which is called up to provide the reviewing of different scientific industries, must produce modern educational tools.

In 2005, Rafael Ballagas wrote his work called BYOD: Bring Your Own Device, where this term appeared first and meant the ability to use gadgets in the official organizations. People began to acquire the devices with a set of powerful applications that can be used in all spheres of their life.

Certainly, this point of view makes the effect of novelty and attracts the attention of teenagers. But we need to clarify considering of applications, that will be better for studying in the classroom.

BYOD allows to work online and get processed results in a short time, take tests, not to waste time working with different teaching materials, create the own bookmarks, log in to the personal account, etc. In addition to the excitement, there is another important aspect – saving time, that you needn't spend on unnecessary actions, such as opening a diary, finding a page in a textbook, redrawing the schedule or writing a quote, and in the classroom it takes from 5 to 15 minutes. With BYOD this time can be spent on more important things – discussions, personal consultations, teamwork. Personal large displays allow a single user to visualize and process large amounts of information at once [1]. The right teacher's action in this situation is the using some of the features of mobile devices for students to organize work and inclusion of mobile devices in the educational process.

A lot of smartphones and tablets have a minimum basic functionality (which does not require the installation of additional software), which can be used on

virtually all devices of this class, which facilitates the planning of educational activities using these devices. The basic set of smartphone functions and tablets includes the ability to take photos and videos, text processing; work with the browser and viewing sites (usually mobile versions); installed applications for communication in social networks; maps (with the ability to determine their location).

Smartphones and tablets are mobile personal computers with a touch screen, a Wi-Fi module for providing the Internet, a camera, a sound sensor (microphone), a GPS sensor, an operating system with the ability to install various applications.

The BYOD model has a number of advantages: the school needn't purchase additional equipment, and parents provide their child with devices for education; you can work with the device not only in school, but also outside the classroom, you can engage in research and project activities everywhere.

Of course, this idea has its disadvantages. For example, some children can have fun, not learn, while working with devices. But teachers should organize their work in such a way that students do not have time for distraction. Undoubtedly, you must have a special organization in the classroom: an extension cord and a universal charger to connect to the outlet, the general management of devices and content on them (while working in the classroom). Also particular families cannot buy a gadget (although every year the family of a student or a pupil spends money on ordinary materials, textbooks and paper and it is really better just to buy a gadget).

So, it becomes clear that BYOD technology is one of the relevant ICT technologies in the educational process. This technology has many perspectives, but its success depends on the readiness of the participants of the educational process. The using of the BYOD model requires teacher's desire and students' willingness to use personal mobile devices for educational purposes. And one more important thing is that teacher must have a high level of information culture, knowledge of technical characteristics of mobile devices, software and network services.

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